

LESSLIE ELEMENTARY

250 Neely Store Road
Rock Hill, SC 29730

GRADES K-5 Elementary School

ENROLLMENT 483 Students

PRINCIPAL Jim Heffner 803-981-1910

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	38	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

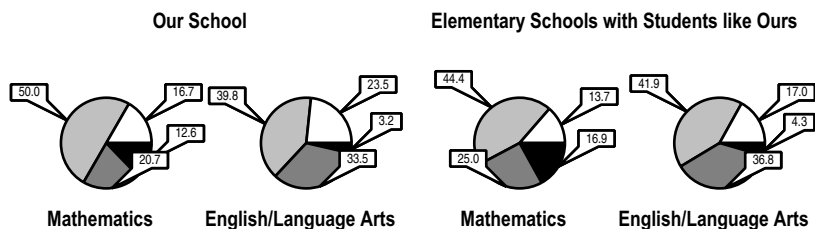
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	74	34
Percent satisfied with learning environment	93.5%	90.5%	88.2%
Percent satisfied with social and physical environment	93.3%	83.8%	85.3%
Percent satisfied with home-school relations	93.1%	87.8%	87.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	246	99.6	23.5	39.8	33.5	3.2	36.7	17.6
Gender								
Male	128	99.2	28.2	39.1	30.0	2.7	32.7	17.6
Female	118	100.0	18.9	40.5	36.9	3.6	40.5	17.6
Racial/Ethnic Group								
White	177	99.4	21.5	36.7	37.3	4.4	41.8	17.6
African-American	61	100.0	22.8	52.6	24.6	N/A	24.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	217	100.0	19.0	41.0	36.9	3.1	40.0	17.6
Disabled	29	96.6	57.7	30.8	7.7	3.8	11.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	246	99.6	23.5	39.8	33.5	3.2	36.7	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	242	99.6	22.8	40.2	33.8	3.2	37.0	17.6
Socio-Economic Status								
Subsidized meals	104	99.0	32.1	42.9	22.6	2.4	25.0	17.6
Full-pay meals	142	100.0	18.2	38.0	40.1	3.6	43.8	17.6

Mathematics								
All students	246	100.0	16.7	50.0	20.7	12.6	33.3	15.5
Gender								
Male	128	100.0	19.8	49.5	18.9	11.7	30.6	15.5
Female	118	100.0	13.5	50.5	22.5	13.5	36.0	15.5
Racial/Ethnic Group								
White	177	100.0	11.3	51.6	23.9	13.2	37.1	15.5
African-American	61	100.0	28.1	47.4	14.0	10.5	24.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	217	100.0	13.8	49.7	23.6	12.8	36.4	15.5
Disabled	29	100.0	37.0	51.9	N/A	11.1	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	246	100.0	16.7	50.0	20.7	12.6	33.3	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	242	100.0	15.9	50.5	20.9	12.7	33.6	15.5
Socio-Economic Status								
Subsidized meals	104	100.0	27.1	45.9	17.6	9.4	27.1	15.5
Full-pay meals	142	100.0	10.2	52.6	22.6	14.6	37.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	59	N/A	12.1	48.3	36.2	3.4	39.7
	Grade 4	59	N/A	22.0	33.9	42.4	1.7	44.1
	Grade 5	61	N/A	21.3	49.2	29.5	N/A	29.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	16.5	30.6	45.9	7.1	52.9
	Grade 4	75	100.0	26.9	41.8	29.9	1.5	31.3
	Grade 5	78	98.7	29.0	49.3	21.7	N/A	21.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	59	N/A	20.7	44.8	25.9	8.6	34.5
	Grade 4	59	N/A	20.3	33.9	23.7	22.0	45.8
	Grade 5	61	N/A	24.6	36.1	24.6	14.8	39.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	9.4	51.8	20.0	18.8	38.8
	Grade 4	75	100.0	22.4	49.3	19.4	9.0	28.4
	Grade 5	78	100.0	20.0	48.6	22.9	8.6	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 483)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.4%	Up from 0.9%	2.1%	2.4%
Attendance rate	96.2%	Down from 96.8%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.5%	Down from 12.6%	21.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.6%	Up from 7.1%	7.5%	8.0%
Older than usual for grade	0.8%	N/A	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Down from 65.5%	54.5%	50.0%
Continuing contract teachers	93.3%	Down from 100.0%	89.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	Down from 91.9%	88.4%	86.2%
Teacher attendance rate	N/R	N/R	95.5%	95.3%
Average teacher salary	\$42,782	Down 2.9%	\$41,887	\$39,909
Prof. development days/teacher	6.1 days	Down from 8.0 days	10.7 days	11.4 days

School				
Principal's years at school	1.0	Down from 9.0	5.0	4.0
Student-teacher ratio	19.5 to 1	Up from 16.7 to 1	19.8 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.3%	89.7%
Dollars spent per pupil*	\$5,564	Up 2.9%	\$5,682	\$5,892
Percent spent on teacher salaries*	75.9%	Up from 74.2%	67.3%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.7%	Up from 98.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lesslie Elementary School, a School of Promise and a Red Carpet School winner, had a very successful 2002-2003 school year. Lesslie welcomed many new students from other schools in the district as a result of new attendance line rezoning. Working as a team, faculty, staff, parents and students adapted quickly and continued the school's emphasis on high student performance.

LES continues to strive for improvement. Improvement efforts this school year included: 1) an emphasis on state curriculum standards working toward including more hands-on exploration in science; 2) after school enrichment clubs to address skill gaps and specific needs; 3) the continuation of the Reading Recovery Program; 4) the implementation of running records as a diagnostic and assessment tool for all grade levels; 5) the implementation of leveled books to the new Literacy Library; 6) family math nights for all grade levels; and 7) a volunteer reading tutor program. These efforts will continue into the 2003-2004 school year in order to further strengthen our reading, math, and science performance.

Students participated in the Lieutenant Governor's Writing Program, the fifth grade D.A.R.E. Program, Accelerated Reader Program, and our Character Education Program. One of our fifth grade students had a poem published in the prestigious Southern Sampler, an Old English Consortium publication for student writing and artwork.

Great appreciation is expressed to our district administration, to our school community, to our volunteer force, and to our terrific PTO and SIC for their tremendous support. You make a difference at LES!

Jim Heffner, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.